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ABSTRACT

Designed as an abridged reference tool for small rural school teachers and administrators, this report on the final Oregon Small Schools Program (OSSP) summer institute (a Title III Elementary Secondary Education Act project in operation 1966-1974) is divided into two sections. Three major presentations constitute Part 1. These include: (1) a student's evaluation of the needs of the educational system, (2) an elementary consultant's comments on the importance of teacher attitudes in regard to Oregon's new graduation requirements (1974), and (3) an assistant superintendent's remarks on the role of the teacher in implementation of the new graduation requirements. Part 2 consists of representative concurrent presentations dealing with construction and utilization of educational games; instructional objectives; community involvement (in the small school); children's special problems in the regular classroom; a plan for meeting Oregon graduation requirements (components of district wide involvement); guidelines for the selection of ideas on graduation requirements ("Simplify, Clarify, Beautify"); products of the new graduation requirements (benefits of the process of development and programmed change); and evaluation and performance indicators relative to the new graduation requirements. (JC)

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CURRICULUM MAKE AND TAKE, K-12

REPORT OF A SUMMER INSTITUTE
June 10 - 14, 1974
Willamette University
Salem, Oregon

EDITED BY MILDRED BURCHAM

RC 008 467

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FOREWORD

Participants in the ninth annual Oregon Small Schools Program (OSSP) summer institute had opportunities to work on state priorities and to create curriculum materials to take home and use as soon as school started. Hopefully, this publication will extend the usefulness of the institute to all educators in the member schools of the program.

Although 1973-74 was the last year of the OSSP operation as a Title III, ESEA project, we are optimistic that some of the services and traditions established by the project will be continued through the efforts of the Oregon Department of Education and the member schools. It is expected that the annual summer institute will be one of these.

The OSSP as an ESEA Title III project was in operation from 1966 through 1974. This voluntary program included about 85 member districts, both public and nonpublic. Its efforts were directed toward keeping people in member schools aware of educational innovations, assisting schools in meeting State Board of Education priorities and local needs, and providing information and resources necessary to implement innovations in these schools.

In the last year of the program, a Small Schools Task Force, composed of six Department of Education staff members and six representatives of Oregon small schools developed a master plan for Department of Education support and service to Oregon's small schools. They defined the small schools as having 1,000 or fewer average daily membership for the high school attendance center and the elementary schools feeding into it (1-12), the 31 unified districts without an operating high school, and small elementary districts with 350 ADM or fewer. Nearly two-thirds of Oregon's districts fall into this definition representing more than 1,100 school board members, 3,228 certificated personnel, and 50,546 or 11 percent of the state's students.

A study of needs, based on observations of the Small Schools Task Force and a formal needs assessment, indicated twenty-seven specific needs which fell into the following broad categories: dissemination of information; facilitation of interschool communication; interpretation of laws, standards, guidelines; in-service assistance; management assistance; planning and evaluation assistance.

The Task Force recommended that a Small Schools Office be established in the Department of Education within the Division of Field Services by July 1, 1974, and that a full-time facilitator be assigned a position with

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responsibilities limited to small school needs. This has been done. Other recommendations were for the establishment of a Small Schools Advisory Committee to advise the Small Schools Office, the State Superintendent of Public Instruction, and the State Board of Education. This, too, has been done. Three members are former OSSP Steering Committee members, one is from a teacher training college, and two are classroom teachers.

The Task Force also recommended that money be budgeted by the Department of Education to continue at least the present level of service to small schools for the remainder of the biennium and adequate funding be provided to include all small schools, elementary and unified districts, for 1975-77, and that the Oregon Small Schools Association be encouraged to continue. (For additional information on the status of the program, refer to "Overview: Status of OSSP Program.")

Effective August 1, 1974, I was hired by the Department of Education as a small schools specialist with the following responsibilities:

- Serve as liaison to organizations serving and supporting small schools.
- Provide assistance to small schools in identifying and brokering services available where needed and appropriate.
- Provide support to other Department of Education units for meeting responsibilities to small schools.
- Work to sensitize the Department of Education staff at all levels about the needs of small schools and ways of delivering services to meet these needs.
- Focus 1975, 1976, and 1977 activities on the top priorities identified in the needs assessment.
- Match assistance of Department of Education and other agencies with needs of small schools.
- Provide additional assistance to small schools in implementing State Board of Education Priorities and Requirements.
- Identify and transport promising practices for the small schools from throughout the state and nation.
- Provide unique services necessary for small schools, such as coordinate statewide and regional workshops.

- Participate in educational audits in Oregon's small schools.

Although the Department of Education picked up only one position of the ESEA, Title III, program and provided only limited secretarial assistance and activity budget for 1974-75, I believe some progress is possible this year. If Oregon small schools will think of the program as still existing, and if they cooperate fully with the Oregon Small Schools Office and the Oregon Small Schools Association, we will go forward. Hopefully, funds for the program will be increased for the next biennium. Personally, I pledge a sincere effort to discharge the duties of the Small Schools Office insofar as time and funds permit.

Donald F. Miller, Specialist
Small Schools Program

ACKNOWLEDGMENTS

We extend to the following people our appreciation for their excellent assistance in making the 1974 summer institute a success:

OSSP Steering Committee Members. Not only for this summer, but for so many years they have given of their time and abilities.

Arthur Hearn for his constant support of the summer institutes.

Wright Cowger and the excellent staff in the Willamette media center.

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OREGON SUMMER INSTITUTES --IN RETROSPECT

Although many of Oregon's teachers in small schools attended most of the OSSP summer institutes, four attended every institute beginning in 1966. Thinking that assessments of their institute experiences, and the OSSP, would be worthwhile, Lucy Susee, Bernice Payne, Lyle Rilling, and George Fenton were asked to prepare statements in this regard. They have written as follows:

> "I would like to express my gratitude to the Oregon Small Schools Program for a job well done. Having attended all nine workshops thus far, I have had the opportunity to watch the program grow from a small group of secondary school people to the large number of both elementary and secondary participants which it includes today.
>
> "Throughout the years the program has been a source of inspiration as well as information. It has provided a challenge for educators in Oregon's small schools to keep pace with the latest innovations in educational methods and curriculum. Through the Oregon Small Schools Program we have had the opportunity to hear presentations by many outstanding educators.
>
> "The workshops have made it possible to share ideas and experiences with people in other small schools who have problems similar to ours. This has given us the feeling of working together toward a common goal: to provide the best possible education for the young people of Oregon. Of great value, too, are the lasting friendships we have formed at these gatherings.
>
> "We owe a vote of thanks to the people from the Department of Education who have had the foresight to make the program possible under the capable leadership of Chuck Haggerty and Don and Barbara Miller. Although I feel that I have contributed so little and gained so much, I hope I may express my gratitude by my enthusiasm for this excellent program and my wish that it may continue far into the future to help us realize the 'impossible dream.'"
>
> --LUCY SUSEE
> Harrisburg Union High School

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"Many participants in the Oregon Small Schools Program join me in saying that they are convinced there is no other way for a teacher to receive in a very short time so many innovative ideas for use in the classroom than by attending the program institute during the early summer. Here they communicate with other teachers in small schools, listen to many of the best educators in our nation, and participate in group sessions where concepts are tried.

"Through this program, I have gained experience through involvement, have learned evaluation techniques, have increased my receptivity to new and better ideas in education and have had many other worthwhile experiences. Those involved in the Oregon Small Schools Program have had experiences in education that our fellow teachers in larger school systems have not had the privilege of having. To participate in this effective program is an excellent way to 're-charge one's battery.'

"I extend a special thank-you to Charles Haggerty and Don Miller, program directors, consecutively, and to their secretary, Barbara Miller, to the steering committee, and to all others who have spent many hours in planning an excellent program for the teachers and administrators of Oregon's small schools."

--BERNICE PAYNE
Dayton Junior-Senior High School

"I cannot recall very many experiences which have been more beneficial than attending the Small Schools Summer Workshops. The past nine sessions have been just as stimulating as a shot of adrenalin! I have also seen the workshops benefit our staff in much the same way.

"I think the three primary reasons that the workshops have been popular are that the themes have been pertinent, moving from individualization and personalizing to career education to the graduation requirements; the social aspects including new friendships and group relationships with people working toward common goals; and the dynamic leadership.

"The Small Schools Program has probably been more influential in bringing about improved learning for youngsters in the small school districts than any other single effort, and at a relatively small cost.

"The Small Schools Program, as we have known it, will terminate June 30, 1974, and this saddens me. However, I am pleased because the Small Schools Program has lived a fruitful and worthy life. It has promoted a positive attitude pertaining to the ability of small schools to do a good job and to their potential capability of doing a better job in education.

"It is this attitude, together with the many other practices, which we all hope can be continued in the development by the Department of Education of a program to assist small schools in Oregon."

--LYLE RILLING
Superintendent, Jefferson

"Nine Summers of the Oregon Small Schools Institutes have caused considerable changes in my life style, and of more importance, in the educational activities at Pine Eagle High School.

"The third week in June used to be reserved for an exploratory fishing adventure; this now has been postponed till after the Fourth of July. The last week of August and the first week of September used to be the time of year for old routines and schedules to be placed on new paper (to give a facade of newness) and given to teachers and students. The OSSP has changed this procedure because the demands of the staff who attend these institutes necessitate a real change in the school program.

"I mention these things to emphasize the fact the OSSP has affected my personal life and has had a definite effect on the program at Pine Eagle High School. The opportunities available during this brief week in June are limited only by the member's desire to participate. Those who have had the opportunity to attend only one or two summer

institutes cannot appreciate the total number of learning situations which have been made available by the OSSP, nor the appropriateness of the selection of subject matter. When a principal and his teacher attend the institutes together, both become a bit more aware of each other's problems. Therefore, they can work better together towards achieving educational goals.

"Chuck Haggerty has good reason to be proud of his initial organizational efforts and for his accomplishments during his years of guidance of the OSSP, also his efforts to guide his successor to be a knowing leader for the program. Don Miller well deserves compliments for his fine efforts of leadership for this program, and the graciousness of Barbara has been appreciated by all."

--GEORGE FENTON, JR.
Pine-Eagle High School, Halfway

OVERVIEW: STATUS OF OSSP PROGRAM AND 1974 SUMMER INSTITUTE

STATUS OF OSSP PROGRAM

"Of all the money that has ever been spent in this state, the greatest benefits, dollar for dollar have come out of the Oregon Small Schools Program. It is the most innovative project that we've ever had. It's one of the best in the country. People from all over the United States come here and say, 'How do you get these people turned on about such innovative things?' And I say, 'It's because we have an Oregon Small Schools Program.'"

These words by Jesse Fasold, State Superintendent of Public Instruction, were part of his welcome remarks at the opening session of the week-long 1974 OSSP Summer Institute on the Willamette University campus. Superintendent Fasold pledged his support to a continuation of the program because

he had always felt "those kids in our small schools should have the same educational opportunities as any others in the State of Oregon." He announced that a small schools specialist would be added to the Department of Education staff on August 1, 1974; funds would be budgeted to carry on the program of assistance to small schools for three years; and a state small schools advisory committee would be appointed to advise the State Board of Education on small schools' needs.

During the summer the Small Schools Program Steering Committee, which was the policy making body for the OSSP, incorporated the Oregon Small Schools Association as a nonprofit organization. Purpose of the Association is to improve instruction in the small elementary and secondary schools of Oregon by helping member schools/districts identify and meet their goals; to improve communication among member schools, Department of Education, and other educational agencies; to coordinate programs and activities; and to provide sharing services, resources, and information among Association members.

Membership in the Association is by contribution of $50 for a staff of 9 or fewer, $75 for a staff of 10-25, or $100 for a staff of 26 or more. Membership is open to high schools of 350 and fewer and includes the elementary schools in the district. In a county unit, each separate high school is considered the same as a separate district for membership purposes. Small elementary districts and IEDs are encouraged to join.

The Small Schools Fact Sheet which follows lists names and addresses for the small school specialist, the Small Schools Association board of directors and the State Small Schools Advisory Committee.

1974 SUMMER INSTITUTE

At the institute's closing session on Friday morning, Bill Sampson, chairman of the Small Schools Steering Committee, challenged the educators to continue the program by saying, "I am confident that you will not let our investment of time and energy have been for nought. I fully expect that the momentum you have gained will not be permitted to fizzle out. I anticipate seeing new ideas influencing the curriculum in your schools because you now have the expertise required to take ideas and from them create innovative instructional programs. . . .A lot of money, federal money, state money, school district money--not just your own, has been spent in getting this expertise into your hands."

"Curriculum Make and Take, K-12" was the theme for the 1974 OSSP

Summer Institute. Secondary teachers had opportunities to work on their district's implementation of Oregon's new graduation requirements: course statements, competencies, and performance indicators. Those who had already completed this work critiqued their writing and shared with others.

Elementary teachers participated in sessions led by a consultant team from the Merlin-Manzanita project. They spent much time in curriculum planning and writing and with educational games, or "gaming," as the educators dubbed such activities. The teachers spent every possible moment adding to their repertoire of games for the classroom. Most participants completed more than twenty reading games or fifteen math games, and were able to make games from both areas. In their institute evaluations submitted on Friday, they said, "That gaming room was excellent! Time to really prepare learning aids." "Especially appreciated the games material and the opportunity to copy them." "We really got more than we could use in the classroom." The enthusiasm and interest of the elementary teachers in this unique curriculum make-and-take activity was astonishing and unequalled by any activity in any of the other eight institutes.

Following the summer institutes of 1971, 1972, and 1973, an extensive report of each institute was issued. Each publication was designed as a reference tool for Oregon small school administrators and teachers and provided a wealth of materials on curriculum and individualizing in small schools. These publications are still valuable resources. Copies should still be available in participating school administrative offices or from Eric Clearinghouse on Rural Education and Small Schools, Box 3AP, New Mexico State University, Las Cruces, New Mexico 88003. They are entitled:

Contemporary Curriculum for Small Schools (1971 Report)
Steps Toward Greater Individualizing for Small Schools (1972 Report)
New Approaches to Individualized Learning (1973 Report)

With the phasing out of the Title III portion of the OSSP program, funds were not available to issue as complete a report of the 1974 summer institute as was done previously. This publication does not set forth all the valuable material offered by the 1974 consultant staff or all the presentations at the general sessions. Material which is included was judged most likely to be of value to small school teachers and administrators, but presented in abridged form.

Consultants and their areas of specialization are listed under "Summer Institute Consultants." Materials presented by the Merlin-Manzanita team are not reproduced, but they were widely distributed at the institute and should be available from institute participants. Reports of the sessions on record keeping under the new graduation requirements are not included because the Department of Education has issued a publication, "Oregon

Graduation Requirements," which gives guidelines for record keeping procedures and sample forms. Since the presentation on needs assessment was based on a film from the Idaho State Department of Education, that session is not included.

Don Miller, small schools specialist in the Department of Education, may be contacted for assistance in locating institute material.

SMALL SCHOOLS FACT SHEET
September 3, 1974

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PART 1
MAJOR PRESENTATIONS

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WE'RE WHAT IT'S ALL ABOUT

Brian Waliser, Student Member, State Board of Education, and
Student Body President, Forest Grove High School

I have been wondering lately how well school has been preparing us--the value of years of schooling, whether or not there were some hours and some years that were wasted. This is the kind of thing I would like to address this morning from the perspective of a student.

I think the most important thing that we have to look at is that the role of education and the importance of education has changed drastically over the past several years and decades. When my father was going to school, and even more so in my grandfather's time, although an education was important to the extent that it was good to know how to read and write, that it expanded your mind, that it made you a better rounded person, it wasn't vital to making your way in the world. The kind of world and environment we had then was much simpler. Once a fellow was out of school, he would be using his hands or learning while on the job. The world wasn't so complex that he needed a vast amount of preparation, and much of that preparation he could get at home. But, today, the kind of world that I am walking into is drastically different . . . We have a world that is highly complex, a world which requires highly trained, skilled people.

Today our society demands highly skilled and highly trained people to keep this highly scientific and technical world going. Beyond that, our society is so highly complex that to deal with it we have to understand things like income tax forms, social security, taking out loans, credit ratings, and interest rates. Before, the home prepared us to cook, to sew, to make our way in the world. Now unfortunately, home life is disintegrating. Also, knowledge has increased at such a rate that parents can't keep up with it. The only way we can be prepared is through formal education by trained educators. This places a great responsibility upon teachers. Society has given you thirty or forty young human beings in your room, saying, "Prepare us, make us ready to enter into life, able to survive and succeed in today's world." If that isn't a sacred trust, I don't know what is. I think preparing us for life has always been a goal of education, but today it assumes an importance and a vitalness that it has never before had.

Recently the State Board of Education passed and adopted a new set of goals that verbalize this new need, this new priority, that look at each student as having to adopt several life roles--as a worker, a consumer, a family member. These goals say that every student will be trained to

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assume these different roles. This is the type of thing we are striving for, and it is important that students meet these goals. That is our priority, the goal we are striving for, so let's take a look at what is happening in the classroom and see if we are meeting it at all.

I think that we have to realize first of all that your effect on us depends upon the interest level you raise among your students. If they are interested, enthusiastic, and right-with-you, you get a positive feedback. You are then more enthusiastic, your effectiveness is enhanced, and you feel better. You feel more propelled; it has made your day.

So, when you walk into a classroom, and it is nine o'clock Monday morning, the sun is beautiful outside, and you have students who are bored and shooting paper airplanes, what are you going to do? I think you have some alternatives. The first is to go through your lesson plan and teach the material you are going to teach. This is generally what happens. You have a certain amount of material that you have to give to the student, and you are going to do so regardless of what the interest level is. After awhile you develop a numbness or an insensitivity to the interest level. When you go through several periods a day, you get worn down, you look to just getting through the hour rather than communicating what the material is. So, this is what happens most of the time. The student sits through the hour and doesn't learn much, or doesn't care. This is what happens three or four classes a day for three or four years. By the time he is graduating, he hasn't learned much. His education hasn't meant much to him. It has been a boring experience. Now he is going out into the world, and he will have to grapple with tough decisions, and he hasn't been adequately prepared.

Your second alternative is to change whatever your material is that you are giving to him. (I don't necessarily recommend this because I concede that you are older than we are and maybe you know what's good for us.) So perhaps you have to dig around and find something this student is interested in. If you are teaching a material that he is not fundamentally interested in, you must make it relevant, or make it interesting.

Has there ever been a time when a student in your class has asked, "Do we have to know this?" If she has, it is a tragic revelation. If she can find no other foundation for learning other than to please you, or to get by in the class, or to pass a test, if the information isn't valuable in itself, then that is a very sad situation . . . I think many teachers fail in their responsibility to show the relevancy, the meaning of what they are teaching . . . I think it is very important to keep your students with you, to keep their interest, to give them a reason for paying attention.

If you can give your kids a reason for listening to you, rather than just the relevancy of what you are teaching, they will be oriented to what you are giving. It will make it much more interesting and will get the point across much better. I think this is a direct challenge to curriculum developers.

When you are in the classroom, sit down and ask, "Why am I teaching this?" Then come up with a reason for giving this material, because, if there is no reason, I think you are wasting our time and certainly yours. I remember sitting in classes where it was hard to find a reason for learning something. It is hard to sit through such classes.

I think you have to ask yourself, when you are teaching a class, "Are these points I am stressing really important to the concept or is the concept being lost because I must have concrete items to grade?" This is important because, when the basic ideas and concepts get shuffled around, your whole purpose is lost.

I wonder if the kind of things you are trying to teach don't become lost in trying to handle the class. This puts tension and pressure on you, I am sure, and inhibits your style and effectiveness, and wastes your resources, time, and energies in communicating ideas. Also, having only so much time to devote to the students, you become so bogged down in keeping roll and maintaining proper discipline that the idea of educating becomes lost.

Schools are built and programs put together, not in terms of what is best for the kids--what is the best situation for them, what is the best learning times, what is their attention spans--but in terms of politics, passing bond levies, keeping parents happy, bus schedules, economics of operation. The real needs of the kids are kind of shuffled and lost. . . . In going through all these mechanics for education, your real purpose is lost. I think the needs of the kids and what they need to know in preparation for a cold, cruel world is the important thing. But education is no longer taking place in terms of us but in terms of all these other things.

One thing that excites me very much about Oregon's education is the direction it is taking, the goals the State Board of Education has adopted. These goals define what we are after in terms of the life roles we will have to adopt, of training a kid to assume a career to earn a living, of teaching him survival skills. I think this is really where education is at, and when I sit back and think about it, I really get turned on. But one thing frightens me that might cause the philosophy in this thrust to fail very badly. . . Unless they [teachers] change things in the classroom, the goals won't do a bit of good. The Department of Education and the

State Board of Education can do wonderful work at the top, but unfortunately it filters down to too few people. If you are tied to teaching irrelevant topics, to not making topics relevant to students, not gaining their interest; unless you can make classes meaningful to students and give them a real reason for learning; unless you can convey concepts and not get bogged down in all the little mechanics of education, these goals are going to fail. It is incumbent upon you.

For a long time, I have wondered about the caliber of teachers, and because of my position, they haven't been the most popular people in my book. . . You know, you guys have such a rough job. When you walk into a classroom you have kids that are bored, disinterested, rude, unhappy, and hard to deal with. You have to go to faculty meetings, put up with principals and administrators and all the rotten things of education, and I am sure you really aren't receiving a great monetary reward. So I wonder and admire whatever you have inside you. You must have an interest in us, or an incredible dumbness to stick to it. You people are an unusual group of people because you are highly educated, sensitive, and probably more talented than most any other group of people.

The job that you have been given, to prepare us for the roles we have to adopt, is really a sacred trust. We really couldn't be in better hands. When all of you go back to your classrooms this fall and begin going through all the mechanics of education--putting together lesson plans, taking roll, signing admit slips, I hope you will have a little time to think about us in very basic terms, to reevaluate in your own mind, "What am I trying to get across?" "Is what I am trying to teach important to them?" "If it is not, why am I teaching it?" Really think about us in very simple terms. I don't want to detract from all the other important things I am sure you are doing, but please save a little time for us because we need it an awful lot.

IS IT THE IMPOSSIBLE DREAM?

Charles L. Barker, Elementary Consultant
Josephine County, Merlin Elementary School

The goal of this workshop is to develop an educational program that will enable our students to attain the survival level competencies modern times require. To prepare for this strenuous endeavor, let us take a few mental sitting-up exercises. Let's tell each other what we already know. First, if we are going to treat the student as an individual, we, as teachers, have to be individuals also. You will not just tear up the textbook, but you will develop your own individual style of teaching. It is from your individual enthusiasms that we will be able to help students attain the competencies we are striving for.

Secondly, we must stop working in a vacuum. The things that we are doing in the elementary school have a lot of validity for those of you who are working in junior highs and high schools. We have to start communicating. We have to meet and work together.

Thirdly, your class must want to be treated as individuals. If the only time you treat them as individuals is to embarrass them, it is going to be very difficult for you to treat them individually on any other basis.

What can we conclude from these exercises? First, it is possible to affect people's performance in ways we never dream about. When we start the new graduation requirements next year, if we take off on a negative tone, if we say, "Well, I really don't believe in the things, but we've got to do them anyway," you know what the kids are going to think about them. Remember, the reflection you get from the kids is the reflection of your enthusiasm. Secondly, children tend to act the way they are expected to act. If you start by saying, "You're not going to attain these goals," I guarantee they aren't going to attain them. Thirdly, you may be increasing the gap in your class between the top student and the bottom student. You need to be cautious of that bottom kid. You need to give him the attention that he needs. That is what you've been working toward the last four years. I've got a feeling that under the new requirements, the kids are going to come up with a lot more of the right answers because you will be meeting their needs.

We need to look at the person as an individual. We need to realize that when schools first started, teachers were working with only five percent of the population, with the sharpest kids, because parents had to make a big sacrifice to send them to school. So when we were working with those kids, high school was a successful thing, a diploma meant a

lot. But then we had a dream that what was a privilege for a few should become a necessity for all. When that happened, high school and education as we have it now became a burden for many. Just like Don Quixote, we had our dream of a wonderful educational program for everybody. But somewhere along the line, we lost that dream. We had it in our grasp, but then we realized that if we made education available to everybody, it lost its status symbol. So what did we do? We moved college courses down to high school, high school courses down to junior high, junior high down to elementary. We looked at the subject matter, not at the kid. Now it has been mandated that we are going to change that. We are to take the kid, and in twelve years bring him together and get him so he can go into society and function there. This is our challenge.

I think that we need to improve the quality and quantity of education. The kids need something that is meaningful and relevant. When we start to teach each new generation, we must do it without retracing all the steps we took to get there. The most important skill that we can teach kids is how to learn. You people have the challenge of developing in your students life-long skills that will enable them to change, to adapt.

We are up to our ears in twenty-five horsepower motors, and we had better find someone to repair them. We are up to our ears in a lot of things, and we are finding that we don't have the skilled people, or the people that can be trained, to work in them. We want a program that takes the kid when he enters the first grade to when he leaves the twelfth grade so he can walk out and say, whatever the challenge, "I can meet it." We need to do this. That is what we are now working toward.

The thing that we need to do is to take a look at what education is all about. What are we about? And, this is the most important thing I have to say. Schools must referee the transfer from school to employment rather than cast young people out on their own to compete in the labor market. Think about that.

When you come in with the new graduation requirements, you need to tell the kids that they are important to <u>them</u>. You need to tell them why you are working with survival skills. You know, America is still the land where lost dreams can come true and the impossible ones can be found.

I believe we need a new era in the primary and secondary schools. I believe you people are on the threshold of that era for kids. I believe we will be able to attain these goals. You will be able to take and adjust the system to the kid instead of making the kid adjust to the system as we have been doing in the past. That again becomes one of your challenges.

You people are in a race and the race for that tomorrow never ends. In that race, you, the teachers, are lonely runners. You are bringing your gifts to those who seek you out along the way. Even when the going is tough, I want you to remember you have promises to keep and miles to go before you sleep.

You understand, as good teachers have understood for a thousand years, that a child is not an urn to be filled, but an ember to be kindled. In your work lies the touch of the eternal, for that flame has never gone out. It is your prayer that it never shall. In the race between education and catastrophe, you can thank God that education is still one step ahead.

Every year the young people leave our schools, and it is too late then to wonder what we might have done for them. For with the strange mixture of naivete' and courage, which is the hallmark of the young, they march bravely into a future toward which we only stumble. And so you call to them one more time. They can still hear you; they will always hear you. But they dare not look back, lest, as in the legends you taught them, and the stories you told them, they remain trapped forever in the past. And so it is, that as the children march to their own promised land, the words of the prophet Moses become your final message, your one prayer, and our only hope: "Behold, I call upon Heaven and Earth to witness this day that I have set before you Life and Death, blessings and cursings. Choose life, I pray you, that thou and thy seed may live." I think if we do these things we will attain the impossible dream.

MAGNA CHARTA OR STATUS QUO?

Julius Bialostosky, Assistant Superintendent,
Multnomah IED

The small schools program has been the linking agent for bringing innovations into the schools. If innovation has happened anywhere, it is in the small schools program. There you can innovate very quickly.

As I look at the graduation requirements in terms of innovation, possibilities for change, I see real implications for education. You will re-

member that on June 15, 1215, at Runnymede, England, King John signed the Magna Charta which extended certain liberties to the nobles. This was the first dimunition, the first lessening, of the King's power of divine right. When I was looking at the graduation requirements, I said, "You know, this just could be it. This could be the Magna Charta for students--the first dimunition of power, an extension of liberty."

In September, 1974, thousands of students in Oregon high schools will begin their secondary education with a second Magna Charta, a new extension of educational liberties, the Oregon graduation requirements. Why do I say these requirements have the potential of being a Magna Charta for students? Because they focus on real life roles and the competencies needed to cope with these roles. They say districts may waive attendance requirements. Instead of everybody going to school twelve years, they can go eleven or thirteen years. Flexibility, that is the keynote to successful education. Off-campus experiences are acceptable, permitting hundreds of youngsters to work with agencies in the community thereby getting tremendous experiences. Why not all of them? Also the graduation requirements allow college credit alternatives, independent study, work experiences, credit by examination. This is the Magna Charta. We already have these in bits and pieces, but the new requirements "put it all together" and say that it will happen.

When I read the requirements again, then came my first concern. Except for the first requirement which says the districts will develop competencies, all have a catch phrase, "it is the district function." . . . I have seen too many things go out to the districts and somewhere along the line they have been lost. I have faith in many districts, but I am talking about a Magna Charta for all kids. Many districts are doing these things already, we are talking about the districts where they are not being done. That was my first doubt.

If the requirements are going to become a reality, we must be honest. Nothing is going to happen even if the Department of Education asks it, even if the districts ask it, if we do not have you with us. More and more, I am convinced that classroom teachers are either facilitators or the worst road blockers in the world.

One of the positive things I saw in the new graduation requirements was the identification of competencies. It would have been wonderful to have had program goals, competencies, and performance indicators outlined for all those education courses you and I had to sit through! Instead of pabulum, there could have been some active ingredients. . . My concern is that with the teaching strategy that will be used to help students gain these competencies, it could all be done by rote. I remember when we were going through learning packages. I thought the

most important part was the quest, that last part when you got through with the rote information and asked such questions as what would happen if--, how many ways can you think of to--. I went to classrooms where they were using learning packages just like textbooks with questions at the end of the chapter! So you have all kinds of instructional tools, all kinds of instructional support, but it is what you do with it that counts. So I can see us teaching to the competencies as we used to teach to state examinations. An inherent danger is present, as is Magna Charta, the opening up of democratic opportunities for growth.

In the past ten years we have spent much time dealing with the substance of education as seen in our efforts to improve and reorganize subject matter. Identify the structure of the discipline, examine conceptual bases, organize the way young people experience. Unfortunately, we forget that if we started with the subject matter as a basis for our goals, we must also end up there. The disciplines are the wrong place to look for the ends of education.

Everything exciting that I saw in the graduation requirements related to something that really did not take place in school. There is a widespread feeling among our young people, and a growing number of adults, that a broad gap exists between school and life. Many of our students feel strongly that life as they know it, and would like to experience it, is set aside at the schoolhouse door. A step in the right direction is in the new regulations with off-campus programs, independent study, work experience. But most of these programs represent ways out of the school rather than fundamental changes in the nature of schooling. This is probably the most important idea that I am presenting this morning. The graduation requirements get exciting when you think about what can be done outside school. I say the job is to be done inside the school as well. Think on that.

I keep going back to these new graduation requirements. The possibility is there; what really happens is up to you. The success of this project depends upon the teachers involved. You are the last great hope of education. You have here great possibilities for enhancing the education of future students, the class of '78. But it is in your hands.

There once was a wise old hermit who lived in semi-seclusion in the woods outside a small midwestern town. The wisdom of this man was widely known in the community, and young men in the town spent much of their time trying to disprove his wisdom. One day two young men sitting on the bank of the river were looking for ways to end the legend of the hermit's wisdom. Suddenly, one of the young men reached up and touched a sparrow perched on the limb above his head.

"I know how we can outfox the hermit," he said. "We will go to the hermit's cave, and I will hide the sparrow in my hand. I will ask him, 'What have I in my hand?' If he is able to tell me, I will ask him, 'Is it dead or alive?' If he says it is alive, I will squash my hands, and the bird will be dead. If he says it is dead, I will open my hands and let the sparrow fly away."

Hurrying through the woods, they came to the hermit's cave. "Old man," cried the tormenter, "What have I in my hands?"

The old man looked at him thoughtfully and answered, "A bird, my son."

"Tell me, old man, is it dead or alive?"

For a long time the old man just looked at the boys and then he answered very slowly, very deliberately, "It is up to you, my son. It is in your hands."

You hold in your hands, with the graduation requirements, an opportunity for young people to fly.

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TWO MERLIN-MANZANITA TEAM PRESENTATIONS

GAMING

The gaming sessions had two basic focal points: (1) construction of games and (2) utilization of games in the classroom.

The two curriculum areas for which games were constructed included reading and mathematics. In reading, the basic games were "Checkers," "Road Race," "Dead Pigeon," and an old-maid type of game called "Dead Duck." In the checkers, dead pigeon, and road race games, the skill of synthesis is necessary. They give reinforcement or drill of a skill already taught. These games can be used for all phonetic and structural analysis skills. The dead duck game is used primarily for skills, such as synonyms, antonyms, contractions, where a pair of cards must be matched.

In mathematics, the basic games were "Top It" used primarily as a place value game; "Cubes" used for basic computation; "Tic Tac Toe" and "Dead Pigeon" used for computation, measurements, etc.

All of the games discussed were chosen for their versatility in teaching a number of skills and for their practicality for storage. Also, the number of different types of games was limited to enable the students to play many different games after learning only a few rules.

Games can be utilized in the classroom as a fun-drill type of activity. They can be teacher directed or student directed. In either case, games can give the extra reinforcement a student may need to master a specific skill.

SOCIAL STUDIES

To provide maximum learning for children in the social studies program, the following alternate routes of instruction were discussed and encouraged to be used: instructional objectives for each chapter; recall-type questions to be answered in written work; interpretation, summarization, analysis, and evaluation-type questions to be answered in group discussions; teacher-large group discussions; teacher-small group discussions; pupil-pupil discussions; media materials; and quest activities.

Instructional Objectives

Each social studies chapter should be divided into a unit. The teacher should selectively choose the main instructional objectives for each chapter.

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She should then provide various opportunities for these objectives to be met.

The social studies program can be individualized to a certain extent by circling the objectives for each child to be accountable for. (A slower child would be assigned the major concepts to master, while a faster child would be assigned the major concepts and more detailed concepts.

Reading

The teacher can have small groups of children, or a large group discussing the vocabulary words the children will be coming into contact with in each chapter. A vocabulary worksheet to provide drill on these words is optional.

Because many social studies books are high in reading level, it is suggested the children be assigned a "buddy" to read with. The "buddy system" of reading works very well when a faster reader is assigned to read with a slower reading student. After each page is read, the slower student is required to ask questions of the faster student. This helps insure that both children begin to comprehend the materials in the chapter. When the children are through reading their assignment, they are to evaluate how well their buddy listened or read the material. This evaluation takes place on the unit, under their reading assignment. The buddy signs on a line if the work was well done. If there is no signature, then the child is assigned to reread the material, and must explain why it was not done correctly the first time.

Another alternate route is taping a chapter so children can listen to the material being read and follow along in their books.

Units

Each child is given a unit that outlines the concepts the child will learn in that chapter.

In the unit are the instructional objectives for that chapter (individualized by circling the concepts the child is to know at the end of the unit). It is encouraged that the first day in a new unit, the teacher and students go over these instructional objectives. The students will then have a brief introduction to what they will be studying about and will know what is expected of them.

The vocabulary words and reading assignment are listed in the unit.

The media materials available should be listed: films, filmstrips, tapes, slide presentations, etc.

Questions (with room for the student to answer these questions) are given in the unit. All the questions in the unit should be related to the instructional objectives and be basically recall-type questions.

To provide extension activities for students, a list of quest activities directly related to the concepts in the chapter are found in the back of the unit. This is an excellent way to challenge faster students to learn more concepts. Any quest activity should be contracted with the teacher to insure completion of the activity.

Committee Work

The class can be divided into small groups with a chairman leading the discussion through use of a committee study sheet.

A child is chairman for each group. The teacher should meet with all chairmen, at least one day before the committees meet, and go over each question in the study sheet with them.

Each group is given a committee study sheet to complete. The questions in this study sheet are not recall-type questions. In order to give each child an opportunity to participate in these committee discussions, the questions involve the higher thinking skills of analysis, interpretation, summarization, and evaluation.

The teacher can lead the chairmen into discovering that each question can be answered in different ways. All answers the children give should be acceptable if the children can give good reasons for their answers.

The children are required to participate in each discussion by answering at least one question on the committee study sheet. The chairmen are required to give each child an opportunity to answer a question. This is checked by the chairmen writing down the names of the students in the group and then writing down the names of the students who helped answer the questions. In this way, the teacher can check that each child is participating in these committee discussions.

Teacher-Pupil Discussions

Because many different activities are available to the students (vocabulary worksheets, buddy reading, media, questions in units, committee

work) the teacher is provided time to meet with small groups of children. While children are doing a previously assigned task, the teacher has the opportunity to meet with small groups to bring out major concepts and to lead discussions on various topics of interest found in each chapter.

Teacher Preparation

Through a development of instructional objectives, units, committee study sheets, and discussions the teacher can insure a good growth in the social studies concepts applicable to her grade level.

COMMUNITY INVOLVEMENT--PLUSES AND MINUSES

Team, Colton School District

MEETINGS WITH STUDENTS AND PARENTS

We have attempted to get information about the new high school graduation requirements out to the community. We have done this in several ways. We had a meeting with eighth-grade students and their parents. At the meeting, we gave them all a list of the new requirements. We tried to tell them how the new requirements would affect these students particularly since they would be the first class graduating under the requirements. We also showed them the State Board of Education film, "Survival Today." We explained that the requirements for graduation would now be based on competencies the students would have to meet.

VOLUNTEER PROGRAMS

The first requirement for a successful volunteer program is an administration which wants one and which is willing to risk the openness necessary to operate one. Our superintendent was very eager to get into a community involvement program. He made a list of things that he thought volunteers could do for the school. Our newly arrived elementary principal had come from a school where he had been into parent involvement. He flung the doors of the elementary school wide open to us. I attended

staff meetings for several weeks as the teachers worked out the areas where they could use volunteer help, the places where they thought that we could use people from the community.

Another requirement for a successful volunteer program is teachers who are willing to let representatives of parents and taxpayers into their classrooms. We had some who were eager to do so, and some who still, after two years, have not come to the point of accepting anyone in their classrooms.

We began the program by sending out a flyer explaining the need for volunteer help and listing some of the really hard-pressed teacher situations where volunteers could help. There was a form on the flyer for people to fill out if they wanted to volunteer. Some telephone numbers were listed if they didn't want to fill out the form. We included a little announcement about our volunteer help program in our survey for a community education program. We kept articles going out in our publications all the time. Our approach was that the program was going to help the child, help the school, and the volunteer. We also used specific examples of things that we needed in our schools and things that needed to be done.

In the past two years, we have had well over one hundred people volunteer their time, some of them a great deal of time. What did they do? They worked in reading labs, they worked as teacher's helpers in the classrooms. They kept the library open for the other half of the split shift. They mended books by the hundreds, they made paste, they typed, they sorted, they copied, they collated, they did one-to-one tutoring, they staffed the learning center with aides, they stood recess, and transported kindergarten children. When it was found that our little students who left home at six in the morning in order to get to their split shift at seven o'clock were experiencing a tremendous energy drop by nine-thirty, our volunteers set up a breakfast program. This program was incorporated this year into our lunch program. Last summer they built an excellent football field; this summer they plan to make a baseball diamond. Last week the elementary staff gave an appreciation tea for the volunteers who had been helping all year.

I want to give you some of the points that we feel are essential to a good, functional volunteer program. Volunteers need to be briefed on dependability, confidentiality, personal hygiene, their areas of responsibility and authority, attitudes toward teachers and students, and the kinds of interaction that they may expect. They need specific instruction by the using teacher about the job that the teacher wants done by the volunteer.

There are areas where problems arise. No matter how carefully volun-

teers are briefed about dependability, there are some people who are just not dependable. We had one case of a personality conflict. We have found it difficult to get enough volunteers to serve as substitute volunteers. There are naturally born gossips, and the only thing to be done with them is to put them on the copy machines! Sometimes people working in the school carry a point of view to the community that is definitely slanted, and it is given credence because they are working in the school.

The good feedback to the community far out-balances these isolated problem situations. The greater understanding that the volunteers in the program have about the schools and the problems they are facing causes them to support the schools rather than to question what they are doing. There has been a real shift in the attitude of people about the school. They feel that it is their school rather than their enemy.

It is essential to the success of a volunteer program to have a dedicated coordinator. Coordination takes lots of time. Some schools hire a volunteer program coordinator. Ours has been strictly volunteer.

SCHOOL NEWSPAPER

There is a general agreement in the school and community that the one single thing that has helped most in unifying our widespread district is our newspaper. (A newsletter was at the top of our superintendent's list of things volunteers could do for the school.) We gave him a newspaper which goes out twice a month. It started with six pages; now averages about ten or twelve.

I believe that we have the best informed school district in the country. We publish local school news, views on local issues, general trends in education and how they are going to affect our schools, state requirements, surveys, facts and figures on costs of things. We also publish community organization news from other groups in the community. We ask for contributions. Anybody who wants to can put something in the paper, with the exercise of a little editorial discretion on our part, of course. We usually try to shape up spelling and grammar. I cover the board meetings and write up issues for the paper. Once in a while the superintendent will write a message for the paper. Sometimes the teachers write articles about what is going on in their classrooms.

The paper is staffed with volunteers. Once the news is gathered, we have a staff of volunteer typists which spends two days typing the paper. We have a publishing crew which comes in to do the collating, stapling, folding, and bundling for mailing at the postoffice. The editor is a volunteer, too!

When we first started our newspaper, funds for it came from district funds. It was then put into our community education program budget. Right now it costs $1,000 a year for twenty editions, two per month and one during the summer.

We are read. Older people tell us they read every word. We know from quick complaints if the mailman passes up anybody on his route.

COMMUNITY EDUCATION PROGRAM

The purpose of a community education program is to draw all the community back into the school, to bring people back into the educational process. In just about every community, there is at least one or two million dollars worth of resources which are used approximately 1,400 hours a year. These are the school buildings and school facilities. In these facilities you have practically all the facilities that you would find in any YMCA, boys club, or city recreation center. These facilities are usually locked at four-thirty, on Saturdays and Sundays, and during the summer.

Community education at Colton opens up the school from 1,400 hours of use during the year to 4,600 hours. It opens the school doors on weekdays, weekends, evenings, and summers. Some programs will go twenty-four hours a day. Most of them will go fourteen to sixteen hours a day. A community is much better off to open the school facilities to different clubs and organizations than to attempt to build facilities for them.

A community education program is a hard thing to introduce into a community without a great education of the public. . . It took a lot of work on the part of a previous community school director in Colton who developed a community school council--a group of people from the community who wanted to help build a better community. This council worked on many of the problems at that time. It surveyed the community door by door trying to find out what programs were wanted. It obtained a grant from the community college to start the program. Many community colleges are interested in this type of community education.

Community education includes in its student body everyone within the community and, in the instance of Colton, people from outside the school district who are interested in the programs offered.

There are fourteen regional centers for community school development in the United States. The University of Oregon at Eugene is the Northwest Regional Center. Here, for one year, community education personnel are trained as community school directors. Principals, superintendents,

and those experienced with community school programs do very well as community school directors.

How can a school district incorporate community education at a minimum of cost? Perhaps with volunteers, but with volunteer directors you will have a minimum of programs. Some school districts have released teachers on a half-time basis. This results in half-time community education. In a small school district, you could probably get by very well with a half-time person if all you wanted was programs. But there are a lot of processes in community education.

In our classes, we have utilized the school shop, gym, and a lot of classroom equipment. The fall program was mainly for adults. As we went into the winter, we started movies because we are isolated from any theaters. A movie cost fifty cents a person or two dollars a family, whichever was cheaper. At some movies we had 220 people in attendance. In the spring the attendance dropped off.

Community education has helped Colton schools relate to the public, get them back into the school. Once you do this, you are going to get more "yes" votes on school budgets.

DEALING WITH CHILDREN'S SPECIAL PROBLEMS IN THE REGULAR CLASSROOM

Dr. Bonnie Young, Oregon College of Education

We have a law in Oregon that says we shall provide an appropriate education for children who are handicapped. "Handicapped" includes those kids who are in the regular classroom who have learning problems. They have a right to an appropriate education. I think the more we get into recognizing kids who have learning problems, recognizing what causes the learning problems, then figuring out what to do to provide something for these kids while they are in the regular classroom, and until we get some supportive services, the whole ball game is going to be something new for us to face.

In a few years, we will be having all kinds of handicapped children in

the regular classroom. There is a trend toward "mainstreaming", putting handicapped children in the regular classroom as much as possible during the school year. This puts a burden on classroom teachers who must provide something for that child to do that is educationally effective. This is difficult. Think about the range of trainable mentally retarded.

. . .The problem right now is that we are mandated to provide the perfect education and we do not have the money to do it. We are hoping that we will be able to go to the '75 legislature with a proposed law that will provide appropriate funding.

I am going to talk to you briefly about different types of behavioral problems. As I talk about each one, I am going to pick out some quirky ones that you may not be aware of. Then I am going to talk about some resources that you can turn to. If you are in a little school and do not have special education people to do nice things for you, then who can you turn to? I have some information about what services you can turn to. I have some names and addresses, some referral forms, and some books that I think are the best to hand to a classroom teacher. I have some games and packets, some high-interest low vocabulary things. I think I can direct you to some publishing companies for things that would be really helpful. [See Bibliography, page 62.]

If you have a kid in your classroom, and if he is an educable mentally retarded child, he is going to act differently than kids of normal intelligence. He is not just going to be slower to catch on, he is going to have difficulty handling some kinds of things. . .The mentally retarded kid can take one stimulus of thought and chain it to another and chain it to another stimulus response. He can do motor chains. Put him on an assembly line and he can do the same thing over and over. He loves to collate your papers and can do that very well. He is the one who loves to run errands. He gets a lot of recognition in doing these kinds of things for you. Especially if you have him work with another kid who is bright. This gives him a little status. You do not want to pick him out and say, "Well, you go do this while I teach these kids."

You also want to give him things that he can do and manage. He can be taught not only motor things but spelling chains, simple words that he needs in his vocabulary. He can learn how to chain these--alphabetical sequence. He can learn to remember spelling words this way. This is simply a stimulus and response that clues in another stimulus response. He can learn the next level of learning which goes into verbal association. Here is where he is really great. He can associate a chair, a real object, with the word. This is one of the best ways to teach him to read. Teach him math with concrete objects that actually represent and are the things that you talk about. He has a tough time conceptualizing that numbers

stand for some things. He has to see a concept demonstrated with the numbers attached to it before he puts any meaning to it.

Some mentally retarded kids cannot handle pictures as well as they can the real objects. Lower mentality kids will not be able to handle pictures (abstractions.) We don't usually think of pictures being abstract, do we? They really are.

These problems are individual.. This is where your diagnosis comes in. You have to get at a child's characteristics. You can get involved with the older child by asking him what he sees, what he feels, what he likes, what he does best, what he doesn't do well. He can give a lot of information about himself which will help you structure lessons for him. . .You have to go with the characteristics of the child.

There are some children who can handle not only stimulus response things, but motor change and association with concrete objects. They can handle pictures. . . Kids learn by attaching a word to the object or to the picture. You put a label on an object as well as the drawing of what it looks like and the kid will remember that. He has another word in his reading vocabulary. When we have children at the primary or kindergarten level, we can do this. You cannot do this with high school level kids. You would be laughed out of the building.

The next level of learning is the multiple discrimination level. You have to discriminate between one thing and another thing. Here is where reversals come in. You have a "b" here and a "d" here. The kid has trouble telling these apart. This is a multiple discrimination task. It is very hard to discriminate between "this" and "that." If this is difficult for a kid, it may be because they are too much alike. Or, maybe because he has never really learned <u>that</u> one in the first place, or he hasn't really learned <u>this</u> one. So, when you are presenting him with both, then he is really in trouble because he does not know either one. The best thing is to drop down to a lower level of learning and teach what <u>this</u> one is. This is overlearning.

If you want to teach something thoroughly, you have to drill on it. It is best to have a lot of ways to drill. The more games that you have, the more drill you can do, and the kid will not know that it is drill.

If you have kids with mental ability problems, it seems to me that multiple discrimination kinds of things have to be zeroed in on and taught. . .They can handle functional kinds of concepts--this is used for, this is used for drinking, this is used for corking and stopping. That kind of thing they understand, but when they get into abstract concepts, mentally retarded kids are lost. You need to provide either a different

kind of activity for them or you need to have abstract concepts at a time when they will be out of the room. They cannot manage abstract concepts. They cannot handle them.

Retarded kids very rarely can handle rules. They cannot learn rules. They won't learn spelling rules. They may mimic them back to you, or even apply them to a new situation, but not very often. The mentally retarded will not be able to manage "rule level" or "principle learning." You are kidding yourself if you think you can teach them at that high a level. They will mimic things back, but not be able to apply them.

Mentally retarded kids have a difficult time managing problem solving types of activities. They are much better at the lower levels--motor response, motor change, etc. So, if you are going to teach a lesson on problem solving, you may want to teach them by a different activity. You may involve them on one part of problem solving that demands a lower level of learning. Let some of the brighter kids figure out the whole problem and let this kid solve one little part that does not demand as high a level of learning.

A PLAN FOR MEETING OREGON GRADUATION REQUIREMENTS

Harold Mason and Dr. Kenneth Myers
Oregon College of Education

Establishing graduation requirements that meet the administrative rules and guidelines adopted by the State Board of Education requires an analysis and review of the total school program grades K-12. Too often efforts are concentrated toward particular curricular areas without determining and analyzing the outcomes for students in relationship to the total program. Simply stated, the graduation requirements necessitate that each Oregon school district (1) determine what it desires as competencies for students, (2) identify the means to obtain the competencies, and, (3) adopt a set of measures to assess whether students can demonstrate the competencies.

It is possible to meet the intent of the graduation requirements by

establishing the program for students entering the ninth grade in the fall of 1974, and then establishing the requirements for subsequent years prior to the class entering the twelfth grade. This often leads to an uncoordinated school program that is not beneficial to students in the program. Many districts would find value in taking a serious look at their programs K-12, and in establishing the graduation requirements and the school program with the help of teachers, administrators, school board, and representatives of the community.

Organizing for the K-12 curriculum review is critical and requires extensive and careful planning. It requires a commitment of the district board for release time for teachers during their contract period or for supplemental compensation for extended contracts.

The approach to a district-wide involvement would include the following components [See chart at end of this article.]

1. Board and administrative commitment to a review and analysis of the school program and the development of a program meeting the Oregon graduation requirements. Also, they must identify the person who is to be the project manager.

2. Teaching staff consensus for a concerted effort in developing a district-wide curriculum for the school district.

3. Identification of a district-wide committee to identify program goals and course goals for each of the school curricular areas. This committee would include members from both elementary and secondary teaching staffs and the areas of communication including reading, mathematics, social studies, citizenship, science, physical education, health, art, music, career education, and personal finance.

   Task-oriented subcommittees would write K-12 program goals, course goals, and recommended competencies considered at the survival level for their district.

4. Identification by the project manager of representatives from the subject area committee to serve on three major development committees. These three committees would include the following: (1) Personal Development, (2) Social Responsibility, (3) Career Education. These three development committees would identify the survival competencies from the course goals completed for each subject area. The survival competencies should be minimal and may require committees to review all of the recommendations for a set of reasonable and appropriate

competencies. The committee may wish to assign given competencies to a specific course or activity offered in the school.

5. Report by the committee of the survival competencies to the total teaching staff for consideration and adoption.

6. Writing, by each teacher, of planned course statements for the areas of the curriculum for which they have responsibility. The planned course statement would include the course overview, course goals (competencies), and performance indicators. The survival competencies identified in Step 4 and appropriate for demonstration in that particular course should also be listed.

7. Establishment of a committee to develop a record keeping system. This committee should include representatives of the counseling, teaching, and administrative staffs.

8. Presentation of the K-12 program goals, course goals and survival goals to the local board for adoption.

9. Frequent review for modification of competency statements, planned course statements, and system of recording.

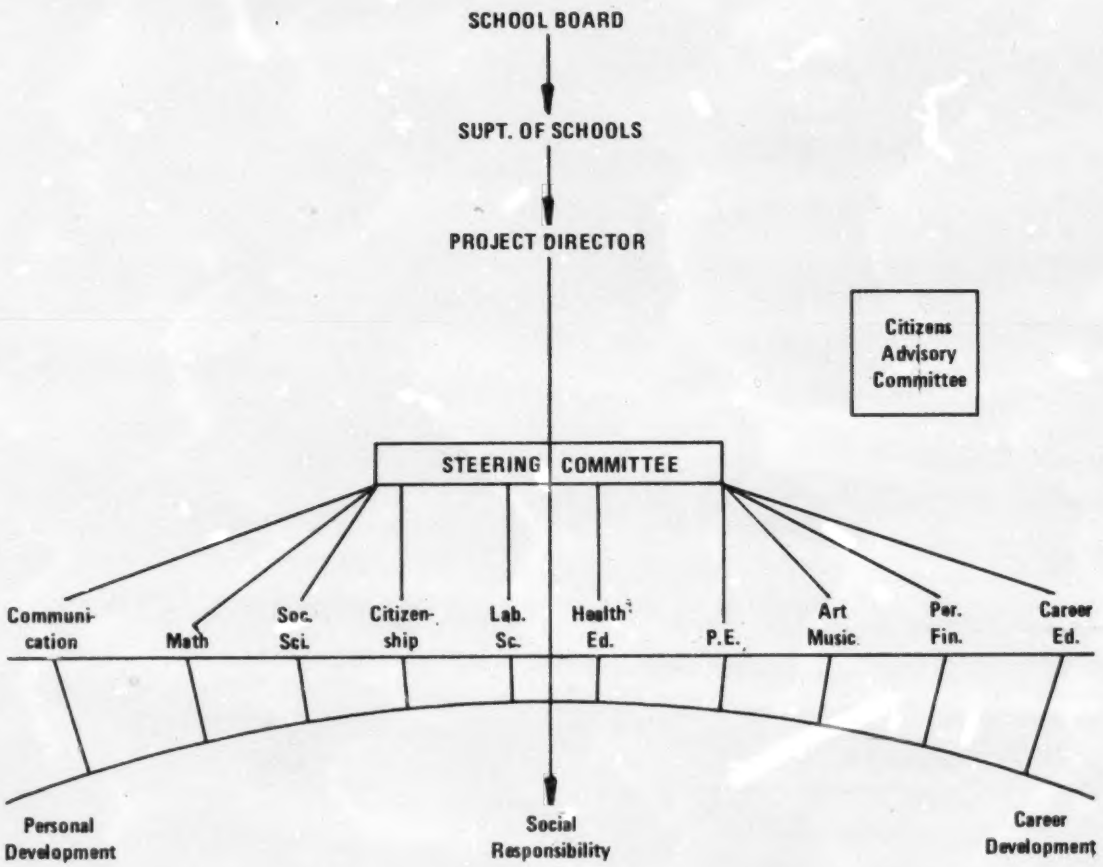
The following is a set of definitions used by training teams. It is most essential a district adopt a set of definitions and communicate these explicitly to their staff.

DEFINITIONS OF TERMS

PROGRAM GOAL	A general statement of what is to be learned as a result of participating in an educational program or broad areas of instruction such as mathematics, language arts, etc.
COURSE GOAL	A specified statement of what is to be learned as a result of participating in an identified course or an identified area of instruction. Generally consists of a series of statements identifying learning outcomes being sought.
COMPETENCY	A skill, knowledge, or task that can be demonstrated.

PERFORMANCE INDICATOR — A description of student behavior which takes place within a prescribed setting and is accepted as evidence of competence.

The following model is a visual picture showing how the organization and procedures may work in this project.



SIMPLIFY, CLARIFY, BEAUTIFY

Jean Pope, Jackson County Graduation Requirements Project

Now is the time, after this massive "research project" on graduation requirements, to create the final product. We have all gone through the necessary frustration period. We have all gone through the process of gathering information to carry back. Now we are finally ready to step back, put it all in proper perspective, and do something about it.

I would like to suggest simplify, clarify, beautify as guidelines for the selection of ideas that go into final products. It is very easy to embellish, to elaborate, but it is difficult indeed to do the opposite, to strip away extraneous materials leaving only clear, clean lines that embody the live and meaning of what we are dealing with. Yet this is what is needed to make this program work.

After it is working, after the polished guides are in each teacher's hands, there needs to be someone around next year to look over the whole process, determine how it's going, view problems, and offer solutions. This person should, I believe, be a classroom teacher who has been provided extra time (and money) to handle the job. This person should be involved in the entire process, record keeping included, so suggestions for change will be practical. Only if we enter into this whole idea with the feeling that it is subject to change, will we be able to live with it and make it grow. And, when huge problems arise that we cannot deal with, there had better be some experts in the Department of Education ready to help us solve them!

So, now that we are all filled with advice and examples, hopefully our earlier apprehension will soon be replaced by a feeling that this whole thing might really, after all, be something that can work. And maybe, just maybe, it will be the beginning of some good communication within and among our districts. If so, the idea forced on us has turned magically into something far different than we had imagined it to be.

PRODUCTS OF THE NEW GRADUATION REQUIREMENTS

Jack Knapp, Graduation Requirements Project Director,
Albany Union High School

During the week of the OSSP Summer Institute, much work concerned new graduation requirements and the products of that project. The products included program goals, sub-goals, competencies, record-keeping procedures, course goals, and planned course statements. The products have value in and of themselves for several reasons. Accountability will be facilitated as the public and school boards will have documentation concerning goals and how well they are being met. Individualization of instruction and guidance will be enhanced as the curriculum is a natural outgrowth of the needs of student and community. And, evaluation of programs and needs assessments should allow the curriculum to meet the changing needs of the student and community.

Additionally, however, there is a fringe benefit in the process employed in developing the products. In this case the product is the process. The development of a model or plan for changing the curriculum, to the degree demanded by the new graduation requirements, will require school personnel to open lines of communication that may have been closed before. Teachers and administrators must work together as a professional team to find solutions to common problems. The professional teams, finding that they need advice, may turn to students, taxpayers, parents, and school board members to broaden their perspective. As this process of involvement works, satisfaction and accomplishment may replace frustration and discouragement. Curricular developments by staff members working alone are likely to be shelved after a few months, while curricular developments by a broad spectrum of the school staff, and the publics they serve, stand a chance of becoming a vital and useable document for public education.

A second fringe benefit found in the process is planned and programmed change. Because the New Graduation Requirements Project is so immense, and contains so many facets, it must be approached with a plan. Although this particular plan may never be used again, its components may be. Foremost among these is is the starting point of broad goals. Some development teams, whose task it was to identify minimum competencies, found themselves floundering because they had no starting point. If the teams could only back up, so to speak, and consider the broad "program goals" first, they would find that the identification of sub-goals or minimum competencies becomes a simpler task. Once this process is learned, it becomes a part of the problem solving process and may be used in other tasks, both large and small.

Teaching is an art. Like many arts, it contains a myriad of skills to be mastered. And while the classroom, with its students and teachers, is the most essential part of the educational process, it must be supported by a solid foundation of preparation and planning. The New Graduation Requirements Project, both as a product and a process, can be a new beginning for a better educational system for the children we serve.

THE EVALUATION CYCLE AND GRADUATION REQUIREMENTS

Mark M. Greene, Director Evaluation & Audit Projects,
Northwest Regional Educational Laboratory, Portland

An assumption was made in the presentation dealing with the evaluation cycle and graduation requirements that the requirements will have a direct impact not only upon the curricula of high schools, but upon the curricular offerings in the earlier grades as well. Thus, there is an implicit relationship between expected student performances and the underlying instructional processes. Consideration of the foregoing yields at least three major evaluative questions:

1. How is student performance to be assessed?

2. How are student assessment techniques or instruments to be developed?

3. How are programs to be developed which will enable students to meet the standards?

In addressing question one, two approaches to measurement were discussed: a norm-referenced measurement and criterion-referenced measurement. Similarities and differences between these two approaches were detailed.

In addressing question two, two solutions were presented. The first solution entailed selection of an existing test. Several pitfalls related to this solution were mentioned. The second solution entailed development of a test. General procedures were outlined for the development of

norm-referenced tests and the concept of domain-referenced testing was introduced. Procedures which might be used in the development of a domain-referenced test were presented.

Relative to question three, three development/evaluation cycles were discussed: the Northwest Regional Educational Laboratory model, the Josephine County or Manzanita model, and the North Clackamas or mastery learning model were presented in outline form. Finally, five practical principles for establishing development/evaluation cycles were discussed.

SOME MEASUREMENT ASPECTS OF THE NEW GRADUATION REQUIREMENTS

Jim Swanson, Specialist in Testing, Lane IED

The main problem that we have found with performance indicators is that most people who have been writing them have not been writing from the standpoint of measurement.

The state guidelines specify an implied statement of action conditioned for performing. The sheet that I gave you specifies that the performance indicator should contain four different bits of information. First, a person to do the acting, and in this case, we can agree that person is the student. Second, a statement of action, a statement with an action verb. If the statement is in terms of a performance that you can recognize as one of your five senses, you will not have a lot of problems with measurement. Avoid words like "the student will know" or "the student will understand" and use words like "the student will write" or "the student will define in writing." Statements such as these will enable you to measure the performance when it comes time to do so. Third, the time when the student is going to do something. Finally, you need the conditions for performance, the minimal conditions under which the student will be performing. These are the four things I like to see in a performance indicator; these are the things I look for when reviewing performance indicators.

The following information is important to the actual measurement when writing items or developing situations for measuring a particular perform-

ance. First, a time reference. We already have a time reference in most cases because, generally, we are saying that within twelve years the student will do the following. I suggest that, if you expect the student to perform in a certain period of time, either by the end of a course or by doing twenty math problems in ten minutes, the time reference must be to the length of time you will give the student to perform the activity or to the time when you will want the activity completed.

One of the things that we get into which can create small problems in dealing with some students is when you suggest that you want a one page, written report on a subject, and you assume that you want it by the end of the period. The student will reason that, since you did not specify a time, that you want it by the end of the course. So, to eliminate some minor problems, put down some kind of time reference.

Additional limitations can refer to some of the four conditions that you are advised to include in performance indicators. For example, in mathematics, you might say, "Given a set of twenty addition problems." This defines one of the conditions. You could become more definitive and say, "Given twenty addition problems involving carrying from the digits to the tenth place."

In a case of mathematics such as we have been talking about, we can see the limitations quickly. It may be more difficult to do so, when we are talking about whether or not the student can balance a checkbook. We may set out some limitations such as the number of checks involved, the number of entries for deposits, or withdrawals of different types, etc. These are the kinds of limitations that you may want to specify in certain situations.

If you are going to write an objective or performance procedure, you need to specify when you will know that the student has been successful. If you are asking the student to do twenty problems, how many of these must the student have correct? Does he have to have 100 percent correct or fifty, eighty, or ninety? Once you set these things down, you have a performance measurement that you can handle in terms of your indicator.

APPENDIX

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(Resource People)

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OREGON DEPARTMENT OF EDUCATION

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SALEM
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0057

PUPIL TRACKING SHEET–GRADUATION PROJECT
SHERIDAN PUBLIC SCHOOLS – DISTRICT 48J

Student _____ Date Entered _____

Instructions: Record competency attained. This is a minimum level survival assessment. Mark X is met or O if not met.

	1 X or O	1 Teacher	2 X or O	2 Teacher	3 X or O	3 Teacher	Competency Reference numbers for those not met.	Evaluators	4 X or O	4 Teacher	5 X or O	5 Teacher	Competency Reference numbers for those not met.	Evaluators	6 X or O	6 Teacher	7 X or O	7 Teacher	8 X or O	8 Teacher	Competency Reference numbers for these not met.	Evaluators	9 X or O	9 Teacher	10 X or L	10 Teacher	11 X or O	11 Teacher	Competency Reference numbers for those not met.	Evaluators	12 X or O	12 Teacher	Certified Competent	YES	NO
Pers. Dev. Reading PD-1 1 Develops desire, ability to read _____ grade level 2 Attains measured ability 3 Reads well enough to function in adult life 4 Accepts responsibility to develop basic skills																																		
Communication Skills PD-2 1 Can write legible passage in acceptable English 2 Comprehends visual materials (visual literacy) 3 Communicates effectively in verbal—non-verbal situations (Speaking) 4 Listens attentively with effective comprehension																																		
Compute Mathematics PD-3 1 Uses basic computational skills and knowledge 2 Applies basic measuring devices and conversions 3 Uses problem solving process 4 Understands the terminology of mathematics																																		
Personal Finance PD-4 1 Understands income, taxes security, and business laws 2 Manages finances, record keeping, banking, savings 3 Knows sources, and costs of credit & credit dangers 4 Wise purchase of goods or services should be learned by the student. Budget																																		
Science/Tech Process PD-5 1 Uses scientific method to solve problems 2 Can interpret and appreciate his environment 3 Knows and is able to use the metric system. (COS) 4 Will be able to apply his scientific knowledge thru everyday life.																																		
Healthy Mind and Body PD-6 1 Develops good habits with personal cleanliness 2 Develops the knowledge of resources for maintaining good health 3 Learns sense of responsibility for public health. Realizes the relationship between physical & mental health.																																		
Physical Education PD-7 1 Develops and maintains healthy mind and body 2 Acquires skills for post-education recreation 3 Acquires habits of good sportsmanship 4 Demonstrates physical and mental growth																																		
Social Respons. Soc. Sci. SR-1 1 Develops self - directed learning skills 2 Knows American culture as well as cultures of world 3 Learns rights and responsibilities of family life 4 Learns to cope with life changes rationally																																		
Citizenship Education SR-2 1 Learns ethical principles basic to behavior as cit. 2 Learns responsibilities & rights of citizens of the comm., state, nation, world 3 Learns obligations needed for the support of self, family and society 4 Positive toward democracy																																		
Career Development CD-1 1 Becomes aware of variety of careers 2 Recognizes values of positive working habits 3 Learns to identify personal talents and interests 4 Gains minimum skills for entry-level employment																																		

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BEST COPY AVAILABLE

USE OF SHERIDAN TRACKING SHEET

Fern Eberhart, Graduation Requirements Project Manager,
Sheridan High School

The Sheridan Tracking Sheet was developed to meet the need for a commonality in evaluating students' competency from the time they enter the system until the time they are graduated or given a certificate of competency.

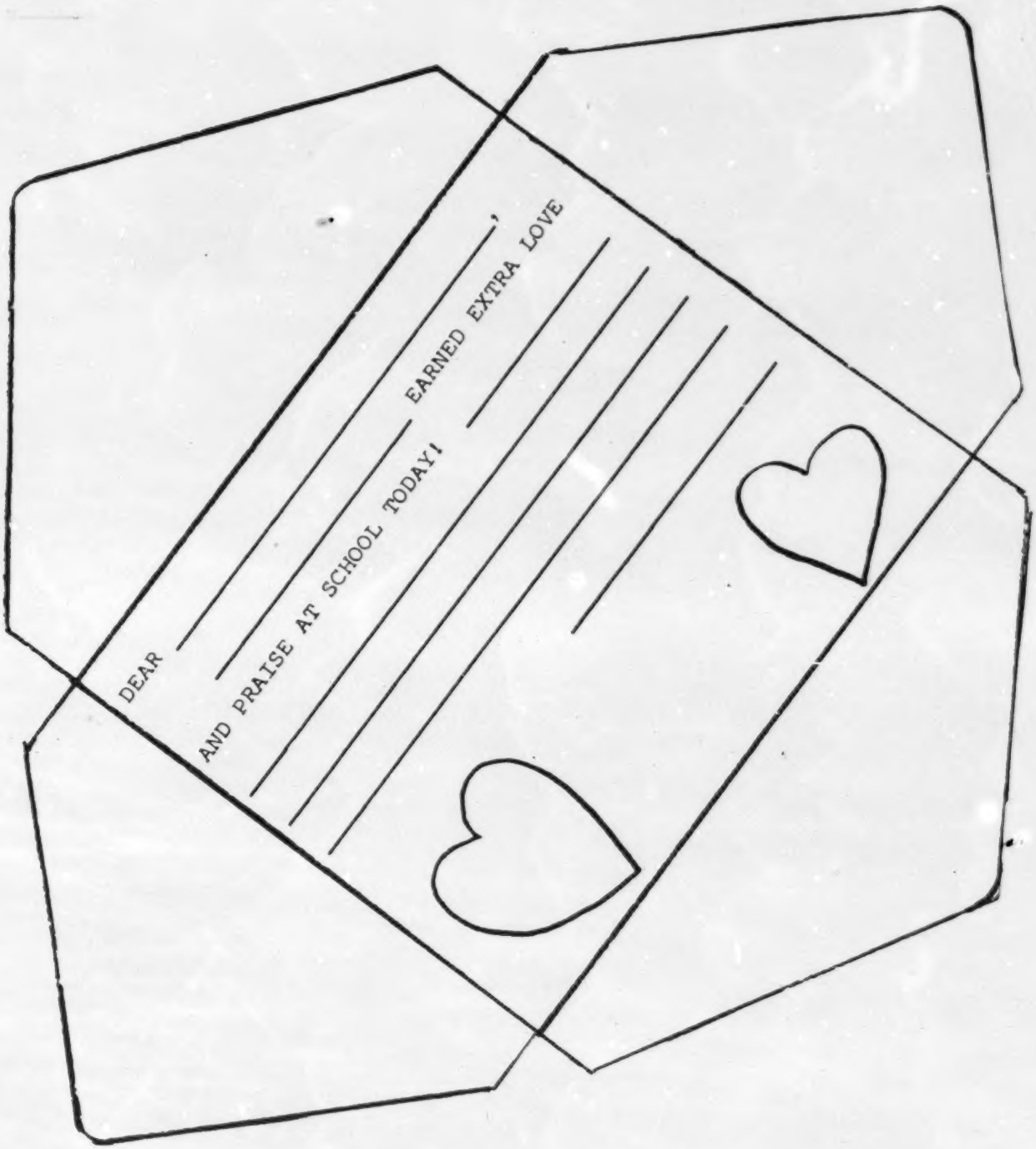
In the left-hand column, the minimum survival-level competencies, determined by all the teachers (grades 1-12), are listed. Following these are spaces wherein the teachers mark an X if the competency is met and an 0 if it is not.

At the end of each three-year period, and after the eleventh grade, any student still not meeting a minimum survival-level competency is discussed by a committee of three teachers in the subject matter area to determine specific reason or reasons for failure. After such determination, a prescription for aid to the failing student is submitted to the administrators, and the proper agency is recommended to the parents.

If, however, a student goes through the eleventh grade still not meeting minimum survival-level competencies, he is informed that he will receive a certificate of competency rather than a diploma.

Competency reference numbers are derived from the Minimum Survival Level Competency Books which were written by the Sheridan School District to satisfy the new state graduation requirements.

See the Tracking Sheet form on page 58.



0060

USE OF LOVE LETTERS

Merlin-Manzanita Schools

Love letters can be used at any elementary level for positive reinforcement. Upper-grade students may have a difficult time accepting them, but if presented appropriately, they can be very meaningful. They can be used to commend the child for many things: passing a sight word set, a timed test in math, learning letters of the alphabet, moving on to a new spelling level, or to reward good personal behavior. In effect, a child could receive a love letter for anything good or special he did in school. A child with a behavior problem might receive a letter for having a good day.

Many children receive stacks of love letters, but some children will earn very few. Each child should have at least one love letter each month; this means the teacher may have to search diligently to find something good about the child to write in the love letter.

See page 60 for a sample love letter form.

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1974 SUMMER INSTITUTE EVALUATION SUMMARY

305 Participants. 175 Evaluations Returned.

1. I am 18 an administrator; 87 an elementary teacher; 55 a secondary teacher; 15 other.

2. To what degree was pre-conference information adequate?
   34 Superior; 129 Adequate; 12 Needs Improvement

3. How do you rate the summer institute, in general?
   79 Outstanding; 88 Good; 7 Mediocre; 1 No rating

4. Please check the appropriate rating column for each part of the workshop, indicating its value to you.

	Much	Some	Little	None
Keynote Session	101	49	6	
Daily Opening Session	49	93	15	3
Evening Seminars:				
Community Involvement	10	16	10	
Metric System	2	21	10	2
Career Awareness	18	14	3	
Children's Special Problems	42	9	1	
Manzanita/Merlin	38	5		1
Special Sessions:				
Corrective PE Activities	11	11	3	2
PE Planning, K-10	5	16	5	
Needs Assessment	16	21	6	2
Early Childhood Educ. Programs	16	8	2	2
Graduation Requirements:				
Department of Education Panel	16	21	16	6
Evaluation Cycle (Greene)	8	7	9	3
Homemaking (Kienzle)	7	10	1	1
Research Skills (Pope)	9	9	2	
Record Keeping	21	17	3	
Measurement Aspects (Swanson)	23	14		
Sectional Meetings, Secondary	10	2	1	
Elementary Sections:				
Social Studies (Redsun)	10	7	1	1
Gaming	76	6		1
Tens Books	42	14	2	1
Dolch Words	38	11	1	1
Social Studies (Manzanita)	22	7	2	2
Evaluation	27	10	4	

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	Much	Some	Little	None
Elementary Sections, Continued				
Misc. (Love Letters, Etc.)	40	14	2	
Work With Consultants	97	25	4	5
Books On Exhibit	24	60	16	6
Commercial Exhibits	17	59	21	8
Sharing Ideas With Others	85	28	6	3
Social Arrangements	36	26	7	4
Publications:				
Measurements (Multnomah IED)	10	9	3	3
Planned Course Statements (SDE)	28	17	2	3
Record Keeping (SDE)	22	17	2	3
Graduation Requirements Resource Center	17	16	1	4
District Team Meetings (Thursday)	36	20	5	2

5. Follow-up assistance needed in local and/or regional inservice sessions to implement the graduation requirements. (Secondary)

Follow-up regional meetings - 4
Record Keeping - 14
Testing & Evaluation - 5
Total Staff Awareness, K-12 - 5
Determining Survival Level - 3
Keeping up with new materials, new developments - 2
Actual writing: competencies, performance indicators - 3
Refining & Revision - 3
Overall curriculum development - 2

6. Elementary: Do you feel that you received procedures, techniques, and/or materials that can be utilized in the classroom?
77 Many; 19 Some; 1 Few